

Maryland Report Card

Dorchester County 2015 Progress Report

LEA: 09

Attendance Rate %	County		State	
	2015	2014	2015	2014
Elementary	94.0	94.7	95.4	95.7
Middle	93.0	93.7	95.0	95.4
High	≥ 95.0	93.5	92.4	92.7

Cohort Graduation Rate%	County	State
Class of 2014 (4-Year Rate)		87.90
Class of 2014 (5-Year Rate)	87.46	88.70

Teacher Qualifications	County		State	
	2015	2014	2015	2014
% of certificates:				
Standard Professional	43.4	34.0	27.4	27.2
Advanced Professional	52.5	50.0	65.2	65.5
Resident Teacher	0.0	0.0	1.1	0.7
Conditional Teacher	2.3	0.0	1.5	1.0
% of classes NOT taught by highly qualified teachers				
All Quartiles	6.1	6.2	8.4	7.6
Elementary Low Poverty	*	*	2.9	3.0
Elementary High Poverty	2.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	6.7	6.0
Secondary High Poverty	6.9	4.3	17.7	15.7

*** indicates no students or fewer than 10 students in category.

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets were set for attendance so that by the end of school year 2013-14, the State, schools, and school systems would achieve and maintain an attendance rate of at least 94 percent.

Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

Standard Professional Certificate: A Standard Professional Certificate indicates the teacher meets all certification requirements.

Advanced Professional Certificate: The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

Resident Teacher Certificate: The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

Conditional Teacher Certificate: The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

Highly Qualified Teachers: "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

Cohort Graduation Rate

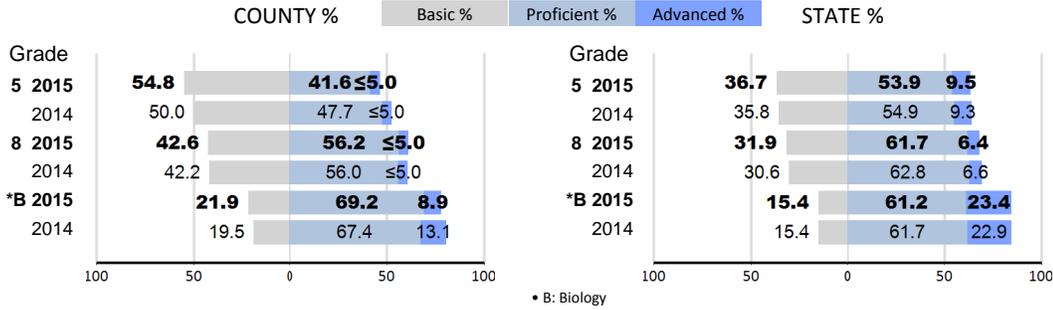
The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2014 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2010 and graduating no later than 2014. The 2014 5-year rate is the same cohort graduating no later than 2015.

Dorchester County

MSA Proficiency Levels

Science



Maryland School Assessment (MSA)

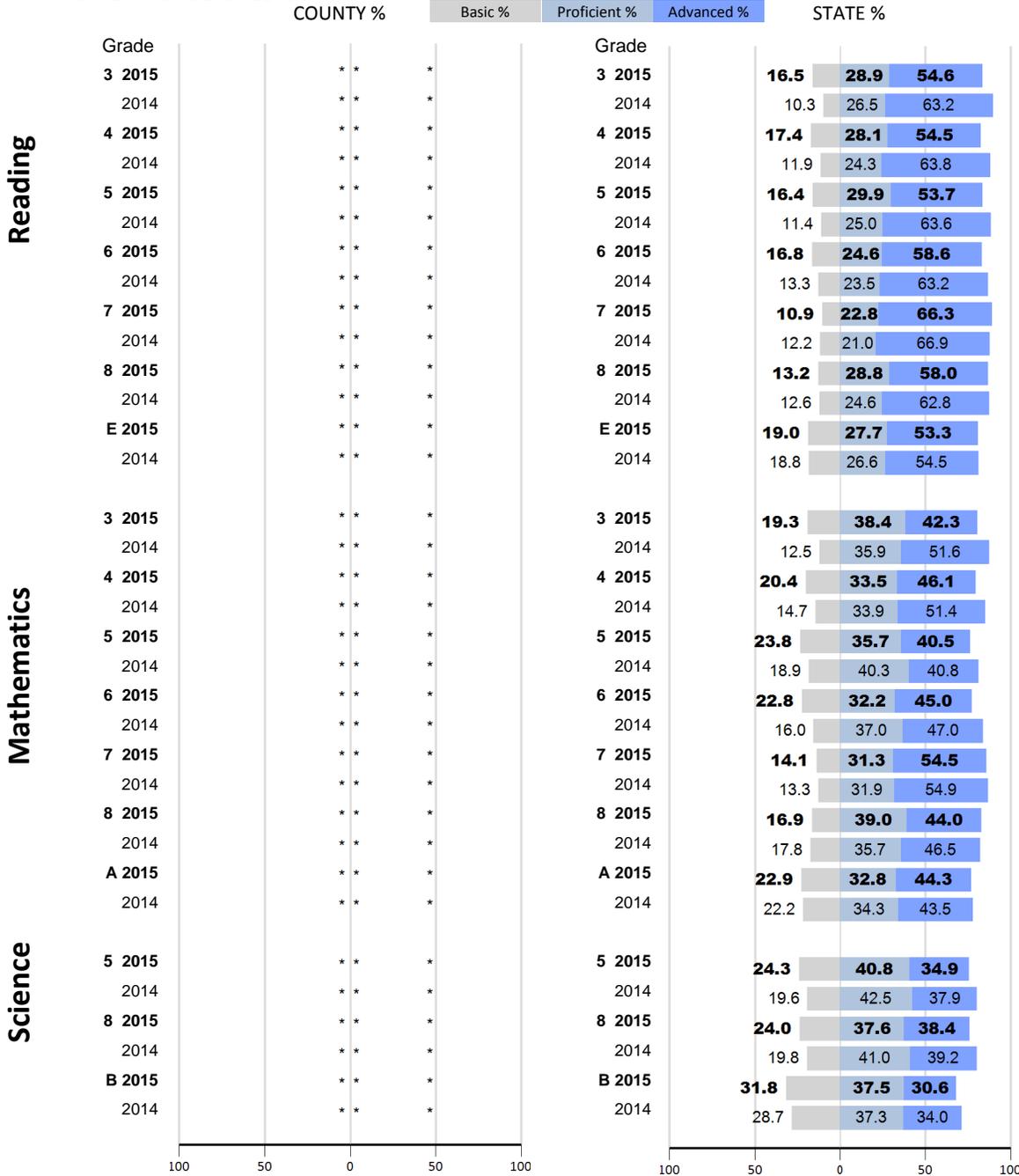
The MSA measures what students in grades 5 and 8 know about Science. High school performance is measured by the Biology High School Assessment (HSA). Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard.

Description of Proficiency Levels

Proficiency Level	Science:	Biology:
Basic %	Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

Dorchester County

Alt-MSA Proficiency Levels



Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School Assessment (Alt-MSA) is taken by students with disabilities who cannot take the MSA in Science or PARCC in ELA or Mathematics even with the special accommodations they receive as part of their regular classroom instruction. The test measures the student's mastery of reading and mathematics content standards or appropriate access skills. Eligible students take the test in grades 3-8 and once during the high school grade band. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard.

*Applies to Alt MSA only

E: English; A: Algebra/Data Analysis; B: Biology

Proficiency Level	Reading	English	Mathematics	Algebra/Data Analysis	Science	Biology
Basic %	*Reading: Students are unable to read and understand literature and passages of information that are written for students in their grade.	*English: Students have difficulty comprehending grade appropriate literature and applying language choices when writing.	*Mathematics: Students show they have only partially mastered the skills and concepts that Maryland expects students to know and be able to do at this grade level.	*Algebra/Data Analysis: Students show they have only partially mastered the skills and concepts defined in the Maryland Algebra/Data Analysis Core Learning Goals.	Science: Students show they need more work to attain proficiency. They use minimal supporting evidence, and responses provide little or no synthesis of information.	Biology: Students demonstrate a minimal understanding of biology concepts, principles, and/or skills. Student responses indicate limited synthesis of information and understanding of scientific terminology.
Proficient %	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students can read text written for students in their grade, and they can demonstrate the ability to understand literature and passages of information.	Students show they have an understanding of fundamental grade level skills and concepts and can generally solve entry-level problems in mathematics.	Students show they have an understanding of fundamental algebra / data analysis skills and concepts and can generally solve entry-level problems in algebra/data analysis.	Students use supporting evidence that is generally complete with some integration of scientific concepts, principles, and/or skills.	Students demonstrate a realistic and rigorous level of achievement by providing evidence of an understanding of biology concepts and the ability to use scientific evidence to generally integrate scientific concepts, principles, and/or skills. Student responses indicate some synthesis of information and understanding of scientific terminology.
Advanced %	Students can regularly read text that is above their grade level, and they can demonstrate the ability to understand complex literature and passages of information.	Students can regularly comprehend and interpret complex literature and consistently apply appropriate language choices to write effectively.	Students show they can regularly solve complex problems in mathematics and demonstrate superior ability to reason mathematically.	Students can regularly solve complex algebra/data analysis problems and demonstrate superior ability to reason mathematically.	Students use scientific evidence to demonstrate a full integration of scientific concepts, principles, and/or skills.	Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology concepts and the ability to use scientific evidence to fully integrate scientific concepts, principles, and/or skills. Student responses indicate a complete synthesis of information and understanding of scientific terminology.

Dorchester County

PARCC Assessment Performance Results Summary - 2015

	Performance Level																					
	Level 1				Level 2				Level 3				Level 4				Level 5					
	Did not yet meet expectations				Partially met expectations				Approached expectations				Met expectations				Exceeded expectations					
	TESTED		Count		%		Count		%		Count		%		Count		%		Count		%	
County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	County	State	
English/Language Arts 3	375	65088	128	13108	34.1	20.1	114	12816	30.4	19.7	70	14322	18.7	22.0	62	21951	16.5	33.7	*	2891	≤5.0	4.4
English/Language Arts 4	317	63792	64	8012	20.2	12.6	92	12855	29.0	20.2	81	17329	25.6	27.2	72	20718	22.7	32.5	*	4878	≤5.0	7.6
English/Language Arts 5	362	63331	91	7528	25.1	11.9	101	13204	27.9	20.8	91	17245	25.1	27.2	79	23353	21.8	36.9	*	2001	≤5.0	3.2
English/Language Arts 6	337	62055	105	7353	31.2	11.8	82	13429	24.3	21.6	87	18848	25.8	30.4	60	19893	17.8	32.1	*	2532	≤5.0	4.1
English/Language Arts 7	287	61200	78	10536	27.2	17.2	94	11686	32.8	19.1	60	15297	20.9	25.0	45	17718	15.7	29.0	*	5963	≤5.0	9.7
English/Language Arts 8	336	59335	96	10111	28.6	17.0	64	10969	19.0	18.5	92	14240	27.4	24.0	79	19839	23.5	33.4	*	4176	≤5.0	7.0
English/Language Arts 10	266	55651	59	11886	22.2	21.4	53	10044	19.9	18.0	62	11628	23.3	20.9	73	15650	27.4	28.1	19	6443	7.1	11.6
Mathematics 3	375	65594	74	9748	19.7	14.9	93	14771	24.8	22.5	118	17224	31.5	26.3	82	19600	21.9	29.9	*	4251	≤5.0	6.5
Mathematics 4	318	64290	36	8870	11.3	13.8	86	18133	27.0	28.2	89	17579	28.0	27.3	107	17957	33.6	27.9	*	1751	≤5.0	2.7
Mathematics 5	361	63828	48	8337	13.3	13.1	121	18491	33.5	29.0	112	17946	31.0	28.1	74	16441	20.5	25.8	*	2613	≤5.0	4.1
Mathematics 6	339	62194	95	8473	28.0	13.6	106	17837	31.3	28.7	83	17552	24.5	28.2	53	16345	15.6	26.3	*	1987	≤5.0	3.2
Mathematics 7	290	55010	42	7181	14.5	13.1	110	17630	37.9	32.0	88	18528	30.3	33.7	50	11036	17.2	20.1	*	635	≤5.0	1.2
Mathematics 8	249	41166	108	11971	43.4	29.1	81	11126	32.5	27.0	45	8530	18.1	20.7	15	8056	6.0	19.6	*	1483	≤5.0	3.6
Algebra I	435	61842	57	8047	13.1	13.0	170	17712	39.1	28.6	142	16757	32.6	27.1	66	18194	15.2	29.4	*	1132	≤5.0	1.8
Algebra II	37	40580	12	13057	32.4	32.2	12	10917	32.4	26.9	12	8430	32.4	20.8	*	7820	≤5.0	19.3	*	356	≤5.0	0.9

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.0	94.7	95.4	95.7
Middle	*	*	93.0	93.7	95.0	95.4
High	94.7	94.2	≥ 95.0	93.5	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	43.9	39.0	43.4	34.0	27.4	27.2
Advanced Professional	46.3	36.6	52.5	50.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	9.8	0.0	2.3	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)			84.82		87.90	86.39
Class of 2014 (5-Year Rate)	84.18		87.46		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	14.1	13.2	6.1	6.2	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	2.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	6.9	4.3	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	54.8	41.6	≤5.0	36.7	53.9	9.5
2014	*	*	*	50.0	47.7	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6
*B 2015	19.3	69.8	10.9	21.9	69.2	8.9	15.4	61.2	23.4
2014	14.9	69.6	15.5	19.5	67.4	13.1	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Cambridge-South Dorchester High School

PARCC Assessment Performance Results Summary - 2015

		Performance Level									
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
TESTED		Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	146	44	30.1	33	22.6	31	21.2	30	20.5	8	5.5
<i>Algebra I</i>	205	40	19.5	108	52.7	45	22.0	12	5.9	*	≤5.0
<i>Algebra II</i>	17	10	58.8	3	17.6	4	23.5	*	≤5.0	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.2	94.6	94.0	94.7	95.4	95.7
Middle	*	*	93.0	93.7	95.0	95.4
High	*	*	≥ 95.0	93.5	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	40.9	45.5	43.4	34.0	27.4	27.2
Advanced Professional	54.5	36.4	52.5	50.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		87.90		86.39
Class of 2014 (5-Year Rate)	*		87.46		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	6.1	6.2	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	2.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	6.9	4.3	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	75.8	24.2	≤5.0	54.8	41.6	≤5.0	36.7	53.9	9.5
2014	71.0	27.4	≤5.0	50.0	47.7	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0
3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5
3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Choptank Elementary School

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	49	13	26.5	14	28.6	9	18.4	13	26.5	*	≤5.0
<i>English/Language Arts 4</i>	50	13	26.0	14	28.0	12	24.0	9	18.0	*	≤5.0
<i>English/Language Arts 5</i>	62	17	27.4	22	35.5	13	21.0	10	16.1	*	≤5.0
<i>Mathematics 3</i>	49	5	10.2	13	26.5	13	26.5	16	32.7	*	≤5.0
<i>Mathematics 4</i>	50	5	10.0	19	38.0	9	18.0	17	34.0	*	≤5.0
<i>Mathematics 5</i>	61	5	8.2	28	45.9	21	34.4	7	11.5	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Dorchester County Career and Technology Center

0714

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.0	94.7	95.4	95.7
Middle	*	*	93.0	93.7	95.0	95.4
High	*	*	≥ 95.0	93.5	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	*	*	43.4	34.0	27.4	27.2
Advanced Professional	*	*	52.5	50.0	65.2	65.5
Resident Teacher	*	*	0.0	0.0	1.1	0.7
Conditional Teacher	*	*	2.3	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		87.90		86.39
Class of 2014 (5-Year Rate)	*		87.46		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	*	*	6.1	6.2	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	2.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	6.9	4.3	17.7	15.7

MSA Proficiency Levels

Basic %	Proficient %	Advanced %
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GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	54.8	41.6	≤5.0	36.7	53.9	9.5
2014	*	*	*	50.0	47.7	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Dorchester County Career and Technology Center

PARCC Assessment Performance Results Summary - 2015

Performance Level											
Level 1			Level 2		Level 3		Level 4		Level 5		
Did not yet meet expectations			Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.1	94.5	94.0	94.7	95.4	95.7
Middle	*	*	93.0	93.7	95.0	95.4
High	*	*	≥ 95.0	93.5	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		87.90		86.39
Class of 2014 (5-Year Rate)	*		87.46		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	44.0	26.1	43.4	34.0	27.4	27.2
Advanced Professional	56.0	69.6	52.5	50.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	6.1	6.2	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	2.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	6.9	4.3	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	63.6	33.3	≤5.0	54.8	41.6	≤5.0	36.7	53.9	9.5
2014	43.6	52.7	≤5.0	50.0	47.7	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Hurlock Elementary School

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	82	28	34.1	25	30.5	25	30.5	*	≤5.0	*	≤5.0
<i>English/Language Arts 4</i>	60	8	13.3	22	36.7	13	21.7	14	23.3	*	≤5.0
<i>English/Language Arts 5</i>	63	19	30.2	18	28.6	15	23.8	11	17.5	*	≤5.0
<i>Mathematics 3</i>	82	18	22.0	26	31.7	28	34.1	10	12.2	*	≤5.0
<i>Mathematics 4</i>	60	7	11.7	13	21.7	21	35.0	19	31.7	*	≤5.0
<i>Mathematics 5</i>	63	12	19.0	21	33.3	19	30.2	10	15.9	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.0	94.7	95.4	95.7
Middle	*	*	93.0	93.7	95.0	95.4
High	*	*	≥ 95.0	93.5	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	*	*	43.4	34.0	27.4	27.2
Advanced Professional	*	*	52.5	50.0	65.2	65.5
Resident Teacher	*	*	0.0	0.0	1.1	0.7
Conditional Teacher	*	*	2.3	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)	*	*		87.90		86.39
Class of 2014 (5-Year Rate)	*	*	87.46		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	*	*	6.1	6.2	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	2.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	6.9	4.3	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	54.8	41.6	≤5.0	36.7	53.9	9.5
2014	*	*	*	50.0	47.7	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

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Judith P. Hoyer Early Childhood Center

PARCC Assessment Performance Results Summary - 2015

Performance Level											
Level 1		Level 2		Level 3		Level 4		Level 5			
Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations			
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.0	94.7	95.4	95.7
Middle	92.0	92.8	93.0	93.7	95.0	95.4
High	*	*	≥ 95.0	93.5	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)						
Class of 2014 (4-Year Rate)		*		87.90		86.39
Class of 2014 (5-Year Rate)	*		87.46		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	58.6	35.7	43.4	34.0	27.4	27.2
Advanced Professional	37.9	35.7	52.5	50.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles						
All Quartiles	6.9	4.3	6.1	6.2	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	2.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	6.9	4.3	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	54.8	41.6	≤5.0	36.7	53.9	9.5
2014	*	*	*	50.0	47.7	≤5.0	35.8	54.9	9.3
8 2015	48.0	50.9	≤5.0	42.6	56.2	≤5.0	31.9	61.7	6.4
2014	53.9	44.8	≤5.0	42.2	56.0	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Mace's Lane Middle School

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
		Level 1		Level 2		Level 3		Level 4		Level 5	
	TESTED	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 6</i>	172	75	43.6	48	27.9	36	20.9	12	7.0	*	≤5.0
<i>English/Language Arts 7</i>	153	55	35.9	54	35.3	30	19.6	13	8.5	*	≤5.0
<i>English/Language Arts 8</i>	173	58	33.5	47	27.2	48	27.7	20	11.6	*	≤5.0
<i>English/Language Arts 10</i>	*	*	*	*	*	*	*	*	*	*	*
<i>Mathematics 6</i>	172	63	36.6	62	36.0	36	20.9	11	6.4	*	≤5.0
<i>Mathematics 7</i>	156	30	19.2	67	42.9	48	30.8	11	7.1	*	≤5.0
<i>Mathematics 8</i>	139	70	50.4	51	36.7	17	12.2	*	≤5.0	*	≤5.0
<i>Algebra I</i>	33	*	≤5.0	7	21.2	17	51.5	9	27.3	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

- Level 1: Did not yet meet expectations
- Level 2: Partially met expectations
- Level 3: Approached expectations
- Level 4: Met expectations
- Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	93.2	93.9	94.0	94.7	95.4	95.7
Middle	*	*	93.0	93.7	95.0	95.4
High	*	*	≥ 95.0	93.5	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	50.0	36.4	43.4	34.0	27.4	27.2
Advanced Professional	45.8	40.9	52.5	50.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	4.2	0.0	2.3	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		87.90		86.39
Class of 2014 (5-Year Rate)	*		87.46		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	4.0	0.0	6.1	6.2	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	2.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	6.9	4.3	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	64.5	33.9	≤5.0	54.8	41.6	≤5.0	36.7	53.9	9.5
2014	68.4	29.8	≤5.0	50.0	47.7	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Maple Elementary School

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	64	33	51.6	16	25.0	9	14.1	6	9.4	*	≤5.0
<i>English/Language Arts 4</i>	50	11	22.0	17	34.0	13	26.0	9	18.0	*	≤5.0
<i>English/Language Arts 5</i>	61	20	32.8	20	32.8	13	21.3	8	13.1	*	≤5.0
<i>Mathematics 3</i>	64	17	26.6	18	28.1	17	26.6	11	17.2	*	≤5.0
<i>Mathematics 4</i>	49	8	16.3	8	16.3	13	26.5	20	40.8	*	≤5.0
<i>Mathematics 5</i>	61	11	18.0	29	47.5	11	18.0	10	16.4	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.0	94.7	95.4	95.7
Middle	*	*	93.0	93.7	95.0	95.4
High	≥ 95.0	92.4	≥ 95.0	93.5	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	33.3	30.0	43.4	34.0	27.4	27.2
Advanced Professional	60.0	66.7	52.5	50.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		92.68		87.90		86.39
Class of 2014 (5-Year Rate)	92.68		87.46		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	10.7	13.5	6.1	6.2	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	2.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	6.9	4.3	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	54.8	41.6	≤5.0	36.7	53.9	9.5
2014	*	*	*	50.0	47.7	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6
*B 2015	19.1	74.5	6.4	21.9	69.2	8.9	15.4	61.2	23.4
2014	21.2	68.1	10.6	19.5	67.4	13.1	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

North Dorchester High School

PARCC Assessment Performance Results Summary - 2015

		Performance Level									
		Level 1		Level 2		Level 3		Level 4		Level 5	
		Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	TESTED	Count	%	Count	%	Count	%	Count	%	Count	%
<i>English/Language Arts 10</i>	119	15	12.6	20	16.8	31	26.1	42	35.3	11	9.2
<i>Algebra I</i>	142	14	9.9	48	33.8	60	42.3	20	14.1	*	≤5.0
<i>Algebra II</i>	20	2	10.0	9	45.0	8	40.0	*	≤5.0	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	*	*	94.0	94.7	95.4	95.7
Middle	93.8	94.7	93.0	93.7	95.0	95.4
High	*	*	≥ 95.0	93.5	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	30.4	25.0	43.4	34.0	27.4	27.2
Advanced Professional	65.2	54.2	52.5	50.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	4.3	0.0	2.3	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		87.90		86.39
Class of 2014 (5-Year Rate)	*		87.46		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	1.9	6.1	6.2	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	2.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	6.9	4.3	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	54.8	41.6	≤5.0	36.7	53.9	9.5
2014	*	*	*	50.0	47.7	≤5.0	35.8	54.9	9.3
8 2015	40.7	57.9	≤5.0	42.6	56.2	≤5.0	31.9	61.7	6.4
2014	32.9	65.1	≤5.0	42.2	56.0	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

North Dorchester Middle School

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 6</i>	135	30	22.2	31	23.0	36	26.7	37	27.4	*	≤5.0
<i>English/Language Arts 7</i>	113	23	20.4	38	33.6	24	21.2	24	21.2	*	≤5.0
<i>English/Language Arts 8</i>	140	37	26.4	13	9.3	39	27.9	47	33.6	*	≤5.0
<i>Mathematics 6</i>	137	29	21.2	36	26.3	37	27.0	34	24.8	*	≤5.0
<i>Mathematics 7</i>	113	11	9.7	41	36.3	37	32.7	24	21.2	*	≤5.0
<i>Mathematics 8</i>	87	36	41.4	28	32.2	17	19.5	6	6.9	*	≤5.0
<i>Algebra I</i>	52	*	≤5.0	5	9.6	20	38.5	25	48.1	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.0	94.7	94.0	94.7	95.4	95.7
Middle	*	*	93.0	93.7	95.0	95.4
High	*	*	≥ 95.0	93.5	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	65.5	46.4	43.4	34.0	27.4	27.2
Advanced Professional	34.5	39.3	52.5	50.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		87.90		86.39
Class of 2014 (5-Year Rate)	*		87.46		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	0.0	0.0	6.1	6.2	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	2.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	6.9	4.3	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	55.7	40.0	≤5.0	54.8	41.6	≤5.0	36.7	53.9	9.5
2014	49.3	49.3	≤5.0	50.0	47.7	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

Science

Mathematics

Reading

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Sandy Hill Elementary

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
		Level 1		Level 2		Level 3		Level 4		Level 5	
	TESTED	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations	
	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	72	37	51.4	23	31.9	6	8.3	6	8.3	*	≤5.0
<i>English/Language Arts 4</i>	60	13	21.7	19	31.7	15	25.0	11	18.3	*	≤5.0
<i>English/Language Arts 5</i>	71	21	29.6	19	26.8	19	26.8	12	16.9	*	≤5.0
<i>Mathematics 3</i>	72	26	36.1	21	29.2	19	26.4	6	8.3	*	≤5.0
<i>Mathematics 4</i>	62	8	12.9	22	35.5	14	22.6	18	29.0	*	≤5.0
<i>Mathematics 5</i>	71	11	15.5	24	33.8	21	29.6	15	21.1	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	≥ 95.0	94.5	94.0	94.7	95.4	95.7
Middle	≥ 95.0	94.3	93.0	93.7	95.0	95.4
High	*	*	≥ 95.0	93.5	92.4	92.7

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	38.5	38.5	43.4	34.0	27.4	27.2
Advanced Professional	61.5	61.5	52.5	50.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	0.0	1.5	1.0

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		87.90		86.39
Class of 2014 (5-Year Rate)	*		87.46		88.70	

% of classes NOT taught by highly qualified teachers						
All Quartiles	3.9	3.9	6.1	6.2	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	2.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	6.9	4.3	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	18.2	68.2	13.6	54.8	41.6	≤5.0	36.7	53.9	9.5
2014	17.4	73.9	8.7	50.0	47.7	≤5.0	35.8	54.9	9.3
8 2015	8.7	91.3	≤5.0	42.6	56.2	≤5.0	31.9	61.7	6.4
2014	≤5.0	93.3	6.7	42.2	56.0	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	Basic	Proficient	Advanced	Basic	Proficient	Advanced	Basic	Proficient	Advanced
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

South Dorchester School

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	16	*	≤5.0	3	18.8	6	37.5	6	37.5	1	6.3
<i>English/Language Arts 4</i>	16	*	≤5.0	4	25.0	5	31.3	7	43.8	*	≤5.0
<i>English/Language Arts 5</i>	22	4	18.2	4	18.2	4	18.2	10	45.5	*	≤5.0
<i>English/Language Arts 6</i>	28	*	≤5.0	*	≤5.0	15	53.6	11	39.3	*	≤5.0
<i>English/Language Arts 7</i>	21	*	≤5.0	2	9.5	6	28.6	8	38.1	5	23.8
<i>English/Language Arts 8</i>	23	*	≤5.0	4	17.4	5	21.7	12	52.2	*	≤5.0
<i>Mathematics 3</i>	16	*	≤5.0	*	≤5.0	4	25.0	10	62.5	2	12.5
<i>Mathematics 4</i>	16	1	6.3	1	6.3	9	56.3	5	31.3	*	≤5.0
<i>Mathematics 5</i>	22	*	≤5.0	3	13.6	5	22.7	11	50.0	2	9.1
<i>Mathematics 6</i>	28	*	≤5.0	8	28.6	10	35.7	8	28.6	*	≤5.0
<i>Mathematics 7</i>	21	*	≤5.0	2	9.5	3	14.3	15	71.4	*	≤5.0
<i>Mathematics 8</i>	23	2	8.7	2	8.7	11	47.8	8	34.8	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	93.9	≥ 95.0	94.0	94.7	95.4	95.7
Middle	*	*	93.0	93.7	95.0	95.4
High	*	*	≥ 95.0	93.5	92.4	92.7

Cohort Graduation Rate						
	School		County		State	
	2015	2014	2015	2014	2015	2014
Class of 2014 (4-Year Rate)		*		87.90		86.39
Class of 2014 (5-Year Rate)	*		87.46		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	8.3	8.3	43.4	34.0	27.4	27.2
Advanced Professional	91.7	91.7	52.5	50.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers						
	School		County		State	
	2015	2014	2015	2014	2015	2014
All Quartiles	0.0	0.0	6.1	6.2	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	2.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	6.9	4.3	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	31.3	59.4	9.4	54.8	41.6	≤5.0	36.7	53.9	9.5
2014	41.2	58.8	≤5.0	50.0	47.7	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Vienna Elementary School

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	Level 1		Level 2		Level 3		Level 4		Level 5		
	Did not yet meet expectations		Partially met expectations		Approached expectations		Met expectations		Exceeded expectations		
TESTED	Count	%	Count	%	Count	%	Count	%	Count	%	
<i>English/Language Arts 3</i>	32	6	18.8	13	40.6	5	15.6	8	25.0	*	≤5.0
<i>English/Language Arts 4</i>	31	11	35.5	7	22.6	8	25.8	5	16.1	*	≤5.0
<i>English/Language Arts 5</i>	32	4	12.5	6	18.8	12	37.5	10	31.3	*	≤5.0
<i>Mathematics 3</i>	32	3	9.4	5	15.6	12	37.5	11	34.4	*	≤5.0
<i>Mathematics 4</i>	31	5	16.1	11	35.5	9	29.0	6	19.4	*	≤5.0
<i>Mathematics 5</i>	32	5	15.6	4	12.5	12	37.5	11	34.4	*	≤5.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations

Attendance Rate %	School		County		State	
	2015	2014	2015	2014	2015	2014
Elementary	94.7	≥ 95.0	94.0	94.7	95.4	95.7
Middle	*	*	93.0	93.7	95.0	95.4
High	*	*	≥ 95.0	93.5	92.4	92.7

Cohort Graduation Rate						
Class of 2014 (4-Year Rate)		*		87.90		86.39
Class of 2014 (5-Year Rate)	*		87.46		88.70	

Teacher Qualifications	School		County		State	
	2015	2014	2015	2014	2015	2014
% of certificates:						
Standard Professional	29.4	23.5	43.4	34.0	27.4	27.2
Advanced Professional	64.7	58.8	52.5	50.0	65.2	65.5
Resident Teacher	0.0	0.0	0.0	0.0	1.1	0.7
Conditional Teacher	0.0	0.0	2.3	0.0	1.5	1.0

% of classes NOT taught by highly qualified teachers						
All Quartiles	8.3	11.1	6.1	6.2	8.4	7.6
Elementary Low Poverty	*	*	*	*	2.9	3.0
Elementary High Poverty	*	*	2.1	0.0	10.5	11.4
Secondary Low Poverty	*	*	*	*	6.7	6.0
Secondary High Poverty	*	*	6.9	4.3	17.7	15.7

MSA Proficiency Levels

Basic % Proficient % Advanced %

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	34.0	64.0	≤5.0	54.8	41.6	≤5.0	36.7	53.9	9.5
2014	31.3	66.7	≤5.0	50.0	47.7	≤5.0	35.8	54.9	9.3
8 2015	*	*	*	42.6	56.2	≤5.0	31.9	61.7	6.4
2014	*	*	*	42.2	56.0	≤5.0	30.6	62.8	6.6
*B 2015	*	*	*	21.9	69.2	8.9	15.4	61.2	23.4
2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9

Alt-MSA Proficiency Levels

GRADE	SCHOOL %			COUNTY %			STATE %		
	2015	2014	2013	2015	2014	2013	2015	2014	2013
5 2015	*	*	*	*	*	*	24.3	40.8	34.9
2014	*	*	*	*	*	*	19.6	42.5	37.9
8 2015	*	*	*	*	*	*	24.0	37.6	38.4
2014	*	*	*	*	*	*	19.8	41.0	39.2
B 2015	*	*	*	*	*	*	31.8	37.5	30.6
2014	*	*	*	*	*	*	28.7	37.3	34.0

3 2015	*	*	*	*	*	*	19.3	38.4	42.3
2014	*	*	*	*	*	*	12.5	35.9	51.6
4 2015	*	*	*	*	*	*	20.4	33.5	46.1
2014	*	*	*	*	*	*	14.7	33.9	51.4
5 2015	*	*	*	*	*	*	23.8	35.7	40.5
2014	*	*	*	*	*	*	18.9	40.3	40.8
6 2015	*	*	*	*	*	*	22.8	32.2	45.0
2014	*	*	*	*	*	*	16.0	37.0	47.0
7 2015	*	*	*	*	*	*	14.1	31.3	54.5
2014	*	*	*	*	*	*	13.3	31.9	54.9
8 2015	*	*	*	*	*	*	16.9	39.0	44.0
2014	*	*	*	*	*	*	17.8	35.7	46.5
A 2015	*	*	*	*	*	*	22.9	32.8	44.3
2014	*	*	*	*	*	*	22.2	34.3	43.5

3 2015	*	*	*	*	*	*	16.5	28.9	54.6
2014	*	*	*	*	*	*	10.3	26.5	63.2
4 2015	*	*	*	*	*	*	17.4	28.1	54.5
2014	*	*	*	*	*	*	11.9	24.3	63.8
5 2015	*	*	*	*	*	*	16.4	29.9	53.7
2014	*	*	*	*	*	*	11.4	25.0	63.6
6 2015	*	*	*	*	*	*	16.8	24.6	58.6
2014	*	*	*	*	*	*	13.3	23.5	63.2
7 2015	*	*	*	*	*	*	10.9	22.8	66.3
2014	*	*	*	*	*	*	12.2	21.0	66.9
8 2015	*	*	*	*	*	*	13.2	28.8	58.0
2014	*	*	*	*	*	*	12.6	24.6	62.8
E 2015	*	*	*	*	*	*	19.0	27.7	53.3
2014	*	*	*	*	*	*	18.8	26.6	54.5

"na" indicates too few students for School Progress rules. "*" indicates no students or fewer than 10 students in category. • B: Biology E: English A: Algebra/Data Analysis

Warwick Elementary School

PARCC Assessment Performance Results Summary - 2015

	Performance Level										
	TESTED	Level 1		Level 2		Level 3		Level 4		Level 5	
		Count	%								
<i>English/Language Arts 3</i>	60	11	18.3	20	33.3	10	16.7	19	31.7	*	≤5.0
<i>English/Language Arts 4</i>	50	8	16.0	9	18.0	15	30.0	17	34.0	*	≤5.0
<i>English/Language Arts 5</i>	50	5	10.0	12	24.0	15	30.0	18	36.0	*	≤5.0
<i>Mathematics 3</i>	60	5	8.3	10	16.7	25	41.7	18	30.0	*	≤5.0
<i>Mathematics 4</i>	50	*	≤5.0	12	24.0	14	28.0	22	44.0	*	≤5.0
<i>Mathematics 5</i>	50	*	≤5.0	12	24.0	23	46.0	10	20.0	3	6.0

Partnership for Assessment of Readiness for College and Careers (PARCC)

In 2015 Maryland implemented the new Partnership for Assessment of Readiness for College and Careers (PARCC) state assessments in reading and mathematics. The new assessments replace the Maryland School Assessments in English and Mathematics in grades 3-8, and replace the High School Assessments in Algebra and English 10 for all students not graduating in 2015.

PARCC Performance Level Descriptors (PLD)

Performance level descriptors for English language arts/literacy and Mathematics describe what a typical student at each level should be able to demonstrate based on his/her command of grade-level standards.

Level 1: Did not yet meet expectations

Level 2: Partially met expectations

Level 3: Approached expectations

Level 4: Met expectations

Level 5: Exceeded expectations